

Maine Plan for Title II
Reporting Requirements
of the Higher Education Act
(Sections 207 and 208)

DRAFT

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State of Maine
Department of Education
School Support Systems
Teacher Education and Certification
Higher Education Services
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Maine Plan for Title II Reporting **Requirements of the Higher Education Act**

Introduction

The review and approval of programs for the preparation of teachers in Maine is the cooperative responsibility of the Maine State Board of Education, institutions of higher education, and the Department of Education.

The State Board of Education and the Department of Education are committed to the development of a clear and definitive policy in the area of educational personnel education. The Board and the Department will work to raise the level of awareness of the issues, support the critical discussion of alternatives, and be clear about the directions and standards of Board and Departmental commitment. This will be approached with the intent that the standards will not be limiting but become enabling steps in the encouragement of new initiatives directed toward the continuous development of effective postsecondary programs for the preparation of professional educators.

The primary route to the certification of educational professionals shall be program approval of in-state programs; other routes are: (1) interstate reciprocity, (2) institutional accreditation by national accrediting bodies, and (3) individual transcript analysis. The continuing development of the program approval approach by the Department of Education reflects the acceptance, at the policy level, of the need for a more performance-based system for assessing the design, development, and evaluation of programs which prepare educational professionals.

In its essentials, program approval includes: the development and maintenance of standards for the approval of preparation programs; procedures which result in recommendations to, and approval by, the State Board of Education; certification by the Department of Education of the graduates on the basis of the approval by the State Board; and, support and maintenance of a continuing review process which applies to the standards, the procedures, and the programs. The total process has as its objective the continuing improvement of the quality of programs for the preparation of educational professionals in a context in which the Department, higher education institutions, and the professionals cooperate.

Constituent groups in public education need to interact cooperatively in order to address the breadth of issues that impact the education community. The State Board of Education and the Department of Education are committed to working cooperatively toward meeting the current and future issues of public education. This commitment of cooperation is exemplified by a continual request for input regarding current and future policy decisions.

In the context of the commitment to program approval described above, the Department of Education and the State Board of Education will explore ways that can assist in the design and development of teacher preparation and in-service programs.

The Department of Education has a commitment to act as a catalyst in the development of a data and information system which will address three dimensions: (1) research dealing with human learning and schooling; (2) public education and higher education statistics for Maine; and (3) identification of steps necessary to pull together the various planning efforts presently functioning in public education and higher education. It is understood that this data and information will form the basis of decision-making about existing and future pre-inservice, inservice and graduate preparation programs by higher education faculty. The State Board of Education and the Department of Education are not only committed to sharing data and information but also to long-range planning.

The State Board of Education and the Department of Education will: (1) encourage educational personnel preparation experiences occurring in public schools so that pre-service and inservice program areas can address mutual interests, share in the feedback process, and reflect more "job-relatedness" concerns in program design and response; (2) encourage higher education to provide ongoing inservice staff development for their own professional personnel; (3) encourage expansion of cooperation with higher education in the area of inservice staff development programming for local school units so that increased alignment and sharing of resources may occur; and (4) encourage expanded recognition of the need for systematic supervised early and continuous field based experience for prospective educational personnel.

The State Board of Education and the Department of Education will continue to encourage multiple routes to certificate renewal. These presently include: university course credit, inservice workshops, approved local staff development programming, and individual professional development activities, e.g. classroom-based research, implementation of innovative practices, and teacher exchanges. Local districts are directly responsible for examining ways educators can renew certificates within school-wide, district-wide and staff development plans. Additionally, they are responsible for the collaborative development and final approval of professional renewal plans that will satisfy renewal requirements for professional and master level certificate holders.

The allocation of resources in educational personnel education is of increasing concern. There are recognized limits to the relationships between the addition of resources and increases in quality. Resources must be viewed as much from the standpoint of how time, people, and organizational structures are being utilized as well as the total dollars they represent. Ways must be developed to link resource allocations to the continuing development of quality professional preparation.

The State Board of Education and the Department of Education will continue the effort to expand the discussion of how resources can be used effectively. The primary focus and concern of this effort will be the development and maintenance of quality professional preparation programs. All the constituencies in public education are invited to assist with this effort. The communication of concerns as well as the identification of areas of potential and probable cooperation will expand the base for discussion and enhance the credibility of the policy-making process in public education. It is recognized that central to any discussion of resources is a commitment on the part of teacher preparation programs to undergo periodic review of how resources are allocated effectively. This examination wherever appropriate should involve discussion with the State Board of Education and the Department of Education.

The State Board of Education and the Department of Education are committed to promoting the development of innovative practices in the area of educational personnel education. The eight program approval standards reflect the encouragement of innovations in such areas as gender equity, cultural diversity, involvement of parents and community and global approaches to educational personnel education by the preparing institution. Additionally, the Board and the Department clearly support innovation in institution/school relationships in areas such as collaborative program development, as well as school and classroom based research. These innovative approaches shall be evident in institution policies and practices. *

The National Teacher Examinations (NTE) became a licensure requirement in 1988. When the Educational Testing Service announced that the NTE would be discontinued, the Board of Education adopted the Praxis I Pre-Professional Skills Assessments in reading, writing, and mathematics as a certificate requirement for all new teachers. Cut score requirements are pending a November 15, 2000 adoption by the Board

In addition to meeting Board of Education requirements, three institutions have obtained national accreditation of their programs. Currently, the University of Maine, The University of Southern Maine, and the University of Maine at Farmington are accredited by NCATE.

Maine is presently designing a new program approval and teacher certification process. The imperative for these education reform efforts rests with Maine's *Learning Results* which convey a vision for learning for all Maine students. Implementation by local school districts is targeted for the year 2003. Now that these standards are set there must be assurances that teachers are prepared to help students to achieve the standards. Implications of the *Learning Results* for the preparation and certification of prospective teachers, for teacher preparation institutions, as well as for veteran teachers, are significant and far-reaching. Maine must now think in different terms about its goals for, and expectations of, teachers.

In order to develop and maintain a high quality teaching force and support and sustain schools that are capable of implementing the *Learning Results*, Maine adopted 10 Results-Based Initial Teacher Certification Standards that define what teachers must know and be able to do. Now that these standards are set, there must be assurances that teachers are prepared to achieve the standards through accurate and fair processes. Maine is now poised to proceed with completion of a new process for teacher certification and teacher preparation program approval.

* Chapter 114, Section 1: Policy Statement For The Preparation Of Educational Personnel.

Upon a directive from the Maine State Legislature in June 1999, the Commissioner of Education and the State Board of Education convened a certification redesign stakeholder group. Chaired by the chair of the Maine State Board of Education and staffed by the Department of Education, the group represents teachers, administrators, higher education administrators and faculty, school boards, business community leaders, parents, legislators, and government agency personnel. The stakeholder group was charged with developing a performance-based model for initial teacher certification and program approval.

To date, the work of the stakeholders' group has resulted in recommendations that would significantly change the certification process, e.g.:

- ♦ Eliminate specific course requirements
- ♦ Include content area and pedagogical assessments
- ♦ Extend provision of certification to a maximum of 36 months
- ♦ Revitalize support teams with state funding
- ♦ Replace the NTE with Praxis I (use of the NTE was discontinued by Educational Testing Service after June 12, 2000).

To ensure that teachers have the background needed to facilitate student achievement of Maine's *Learning Results* for K – 12 students, the Legislature adopted performance standards for certification and program approval aligned with the *Learning Results*. Rather than specifying courses for approved teacher preparation programs, the certification regulations set forth performance standards and performance assessments.

In concert with the current redesign of teacher certification, the State Board of Education, Department of Education, and education stakeholders are currently redesigning program approval policies, standards, and procedures. It is anticipated that the redesign will constitute an adoption of an adapted version of the NCATE 2000 standards and procedures for program approval.

The current process for program approval is based on standards that govern the professional education unit and procedures for the review of each program offered. These standards are grouped in eight categories:

- ♦ Standard One: Program Justification
- ♦ Standard Two: Organizational and Administration
- ♦ Standard Three: Curriculum
- ♦ Standard Four: Practicum and Clinical Experiences
- ♦ Standard Five: Faculty
- ♦ Standard Six: Resources and Facilities
- ♦ Standard Seven: Students
- ♦ Standard Eight: Innovative Practices

The process includes a site visit conducted by the Department of Education and a team of education professionals who verify that the standards for the unit and programs are adhered to. At the conclusion of the visit, a team report is prepared and a recommendation for program approval status is issued to the State Board of Education. Each report contains one of the following recommendations concerning the professional education program:

- ♦ **Full 5-Year Approval** – the professional education department and endorsement programs are considered satisfactory;
- ♦ **Conditional Approval** – the professional education department or one or more of the specific endorsement programs have met the standards minimally. Conditional approval requires that corrective action be taken within a specified period of time that is not to exceed two years. Technical assistance is provided to the professional education unit during the period of corrective action; or
- ♦ **Denial** – the professional education program does not meet the standards.

Despite the many achievements of the approved programs in the state, Maine is experiencing the same challenges as other states in the recruitment and retention of teachers particularly in certain academic areas.

To address these challenges, the Maine Legislature has created a legislative panel, “The Education Recruitment and Retention Commission”, to study the issues and transmit recommendations to the Legislature by January 2001. In addition, the Department of Education has been successful in securing a State Title II Teacher Quality Enhancement Grant that will create an induction and support and retention system for beginning teachers. This will be a collaborative endeavor involving the Department of Education, the Institutions of Higher Education and public schools across the state.

Maine’s reform initiative has benefited from invaluable partnerships with INTASC (Interstate New Teacher Assessment and Support Consortium), and NCATE (National Council for the Accreditation of Teacher Education), and from recognition by NCTAF (National Commission on Teaching and America’s Future). Maine will continue its efforts to assure that all Maine children are taught by qualified and competent educators.

In summary, Maine’s education reform agenda which focuses on building and sustaining a system to assure that all students achieve at high levels has resulted in the adoption of K – 12 student standards, teaching standards, and the redesign of teacher licensure and certification.

SECTION 1: The Identification of the State Agency Responsible for Submitting the State Report and Coordinating the Efforts on a Statewide Basis.

The Maine State Board of Education, in 1991, adopted amended procedures and standards for the review and approval of higher education programs which prepare professional educators. Chapter 114, *Policy, Procedures and Standards for the Review and Approval of Educational Personnel Preparation Program*, are currently being revised. Chapter 114 represents Maine's system for institutional accountability in the preparation of educators. It is anticipated that the revised regulations for program approval will become effective in September 2002.

The State Board of Education and the Department of Education have identified standards and procedures which support the continuing improvement of the quality of professional preparation. Chapter 114 serves as the rationale for the standards used in program review by the Department of Education and in granting program approval by the State Board of Education.

Title 20-A, Chapter 5, Section 405 of the Maine Education and School Statutes designates the following powers and duties to the State Board of Education: "The state board shall have the following specific powers and perform the following duties: establish standards for the certification of teachers."

The Maine Department of Education is responsible for administering and implementing the policies set forth by the Board of Education. Therefore, the agency responsible for preparing the Maine Title II report is the Maine Department of Education. This task is assigned to the School Support Systems Team, Maine Department of Education, 23 State House Station, Augusta, Maine 04333.

Responsibility for developing the Maine plan for complying with the Title II requirements rests with the Maine Department of Education. A statewide coordinator, assistant coordinator and an advisory panel have been appointed. Colleges and universities, public and private, have been informed and updated regularly on the Title II requirements. This plan provides a detailed explanation of the activities that have taken place to date to develop and implement this plan. This draft plan is being submitted to the United States Department of Education for critique and approval. Upon receipt of approval, the plan will be presented to the State Board of Education for acceptance.

SECTION 2: A description of the process the state has used to establish implementation procedures in collaboration with public and private institutions in the state and, as applicable, the testing company. The state must include any necessary state-specific interpretations of the guide and describe the steps it has taken to provide all public and private institutions that have teacher preparation programs with the opportunity to participate in the development of the procedures.

Maine is home to fourteen higher education institutions which prepare professional educators. Of those, six are public institutions and eight are private. Twelve of the fourteen offer approved programs and two institutions are in the stages of candidacy for program approval.

Judith Malcolm, Education Policy Director, Maine Department of Education has been designated the Title II State Coordinator for Maine. Harry Osgood, Higher Education Specialist, will serve as assistant state coordinator. Representatives of all Maine higher education institutions have attended each of the three Title II meetings held to date during the 2000 calendar year. Interested campus representatives were invited to serve as the advisory panel to develop Maine's plan for implementing Title II. The advisory panel consists of Title II campus coordinators representing two private institutions and three public institutions. The plan was finalized on September 29, 2000 and distributed to all colleges and universities that offer teacher preparation programs for review and comment. State specific definitions appear in Section 3; the academic year for the 1999 – 2000 program completers begins September 1, 1999 and ends August 31, 2000 (See Section 6). Upon receipt of approval of the plan from the United States Department of Education, the advisory panel will present the plan to the State Board of Education and commit to regular meetings to finalize the sections of the plan calling for the system to determine and designate institutional effectiveness (high- and low-performing institutions).

The following outline represents Title II activities engaged in by the state coordinators and offered to Maine's higher education campus coordinators and preparation program administrators. Of particular note, the State Board of Education, at its annual September 2000 retreat, convened the Governor, the Commissioner of Education, all Presidents of higher education institutions that prepare educators, and Deans and Chairs of Education Departments for an update on all policy matters pertaining to teacher preparation, licensure and certification, and the current redesign of both as well as a briefing on the Title II Reporting Requirements and the State Title II Teacher Quality Enhancement Grant received by Maine.

Implementation of the Maine Plan Activities

<u>Date</u>	<u>Activity</u>	<u>Attendees</u>
♦ October 2, 2000	Teleconference US DOE/ETS	All Fourteen Maine Institutions and Maine Department of Education Title II coordinators
♦ September 29, 2000	Advisory Panel Meeting at the University of Maine	Finalize design of Title II Reporting Plan
♦ September 15, 2000	Meeting #3 Title II Update (Maine)	All Title II campus contacts, campus registrars, and state coordinators
♦ September 11, 2000	State Board of Education Retreat – Title II Briefing (Maine)	The Governor, all Maine Presidents and Deans of Teacher Preparation Institutions, the Commissioner of Education, State Board of Education, Teachers Association, Press and Title II coordinators
♦ September 4, 2000	Teleconference with US Department of Education	State coordinators
♦ August 29, 2000	Meeting #2 Title II Update US Department of Education/WESTAT (Maine)	All Title II campus contacts, campus registrars, and coordinators
♦ August 15, 2000	Teleconference with US Department of Education/ETS	State coordinators
♦ August 9, 2000	Meeting Title II Update (Maine)	State Board of Education
♦ July 26-27, 2000	Certification Stakeholders Retreat – Title II Update (Maine)	Thirty education stakeholders, State Board of Education, and Title II coordinators
♦ July 20, 2000	Teleconference US Department of Education/WESTAT	Title II state coordinator

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|-------------------------|---|--|
| ♦ June 30, 2000 | Title II Conference
(Holy Cross College
Worcester, Massachusetts) | Title II state coordinator, campus
contacts |
| ♦ May 4-6, 2000 | NCATE Partnership
Council, Title II Update
(Maine) | Title II state coordinator |
| ♦ March 27-31, 2000 | NCATE UAB
Title II Update
(Corpus Christi, Texas) | Title II state coordinator |
| ♦ March 16-18, 2000 | INTASC Meeting
Title II Update
(San Diego, California) | Title II state coordinator |
| ♦ March 13, 2000 | Meeting #1 Title II Update
(Maine) | All Title II campus contacts and
program administrators |
| ♦ September 23-24, 1999 | INTASC Meeting
Title II Update
(Alexandria, Virginia) | Title II state coordinator |
| ♦ June 23-25, 1999 | INTASC Meeting
Title II Update
(Alexandria, Virginia) | Title II state coordinator |

Contextual Data- Maine's Teacher Preparatory Institutions

Although Maine has 14 (fourteen) colleges and universities that prepare teachers, the mission, goals, and activities vary in each program. Twelve of these institutions have programs approved by the Maine Department of Education, two are candidates for approval, three are fully accredited by the National Council for the Accreditation of Teacher Education (NCATE).

To reflect the diversity in teacher preparation in Maine, each institution will include supplemental data to provide a complete picture of its program. The following elements will be included in each institutional report.

- ♦ Institutional mission;
- ♦ Guiding principles or framework for the program (a brief paragraph of no more than five to seven sentences);
- ♦ Programs offered;
- ♦ Number of students by program;
- ♦ Student demographic data (racial, ethnic, and gender make-up of the total number of students in each program for the 1999 – 2000 academic year);
- ♦ Number of hours required in the clinical experience;
- ♦ Description of clinical relationships with K – 12 schools;
- ♦ Requirements for admission to the program;
- ♦ Requirements for admission to student teaching; and
- ♦ Types of accreditation.

Maine's Title II Advisory Panel will meet periodically over the next six months to design a reporting document or template that will enable institutions to report contextual or supplemental information and data in a common format.

SECTION 3: Procedures ensuring that the state and each institution adheres to the definitions that the guide established.

The Maine State Board of Education's *Policy, Procedures and Standards for the Review and Approval of Educational Personnel Preparation Programs (05-071, Chapter 114, Sections 1-3)* provide definitions of all terms that are pertinent to teacher education and licensure. This chapter provides that program approval will be the avenue by which those persons who successfully complete the approved program will be recommended for certification in the appropriate categories for which the institution is approved.

Each institution has identified an individual to serve as its primary contact for Title II reporting purposes (See Appendix). The Title II contact at each institution will receive all administrative information regarding the preparation of the institutional report. Communication from the state coordinator will be through written documentation and electronic communication. All institutions have been provided copies of the Title II Reporting Guide, which includes the definitions of "teacher preparation program," "program completers," "pass rates," "alternative route," and "waivers." Each IHE has participated in meetings and conference calls where the state-specific definitions have been discussed in detail.

For purposes of compliance with Title II reporting requirements Maine will adopt the following definitions:

Teacher Preparation Program

A teacher preparation program is a planned sequence of courses and experiences leading to a degree, a state license, and/or adequate preparation to provide professional education services in schools.

Program Completer

A person who has met all requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as the criteria for determining who is a program completer.

For the State of Maine, there are three components that institutions will consider when defining Maine's program completers. The candidate must:

- ♦ Successfully complete all the institution's program requirements, such as:
 - a) the requirement for an academic major
 - b) the institution's required GPA
 - c) completion of the professional studies requirement
- ♦ Be eligible to be recommended for a teaching license (application for the license is not required); and
- ♦ Successfully complete Praxis I (reading, writing, and mathematics) – only if the institution currently requires this as a part of its program requirements.

Alternative Route to Certification and Licensure

An alternative route is the acquisition of certification through other than an approved program in Maine. At the present time, alternative routes to certification are being drafted by the State Board of Education stakeholders group. The initial design calls for candidates seeking alternative certification to pass performance assessments including Praxis I, Praxis II, and Principles of Learning and Teaching (PLT), as well as portfolio assessment.

Regular Teacher Preparation Program

Any teacher preparation program that is not an alternative route to initial certification or licensure.

Waiver

Any temporary or emergency permit, license, or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state or any other state.

State policy stipulates that the Department of Education is responsible for the approval of waivers. Waiver data is readily available through the Department of Education as the issuance of such is only done through direct application to the Commissioner of Education. The application includes an affidavit in which need is specified and the credentials for the individual under consideration. These data are easily aggregated as well as disaggregated by certain key subject areas and by high- and low-poverty school districts for reporting purposes.

Verification of Pass Rates and Program Completers

The steps outlined in the flow chart in Section 4 provide the timelines for the state and institutions of higher education to verify the accuracy of program completers and pass rates. Maine's regulations governing program approval are presently undergoing redesign. New

regulations will require each teacher preparation program to verify information and submit an annual report to the Maine Department of Education each September beginning in the Fall of 2002. The annual report will include information on the number of program completers for the previous year. The information on program completers in the annual report will be used to verify the list of program completers submitted by the institutions for Title II reporting.

Additionally, Maine's certification and licensure requirements, alternative routes to certification, and targeted needs certification are being redesigned.

All of these elements will comprise Maine's system for assuring common definition and collection of complete and accurate information for Title II reporting requirements.

SECTION 4: A description of the major steps for preparing, calculating, verifying, and reporting pass rates. The state does not need to provide details about exactly how the matching and calculation will be accomplished.

Since 1988, the State Board of Education has required an assessment (qualifying examination) for applicants for initial teacher certification. From 1988 to 2000, the prescribed assessment was the National Teacher Examinations (NTE). In 2000, the Educational Testing Service (ETS) eliminated the NTE and introduced a new generation of teacher assessments – The Praxis Series: Professional Assessments for Beginning Teachers. The Praxis Series provides a continuum of assessments from entry into a teacher preparation program to actual practice in the classroom.

Praxis I: Academic Skills Assessments: This text assesses basic proficiency in reading, mathematics, and writing and is designed to assess a candidate's basic skills at the time the decision is made in college to become a teacher.

Praxis II: Subject Assessments: This test assesses subject knowledge of the teaching area and involves demonstrating mastery in the content area.

Praxis III: Classroom Performance Assessment: This test assesses a beginning teacher's ability to apply knowledge of subject matter and the basic principles of teaching in an actual classroom setting, usually during the first three years of teaching.

The Maine State Board of Education adopted in regulation the use of Praxis I as its qualifying exam for teachers seeking initial certification in Maine, effective July 1, 2000. At its November 15, 2000 meeting, the Board of Education will consider approving the following passing scores for the Praxis I tests: Reading – 176; Writing – 175; and Mathematics – 175. If adopted, these scores will continue to be among the highest qualifying scores for Praxis I among the 34 (thirty-four) states using this assessment. As the initiative to redesign initial teacher certification continues, consideration will be given to the adoption of Praxis II. To date, no tests within Praxis II have been adopted.

Steps for Calculating and Reporting Pass Rates

The Educational Testing Service (ETS) will match each institution's program completers with test files and calculate the pass rates. The following chart represents the steps and timelines for data on program completers and pass rates to be exchanged from the institution to the state coordinator to ETS.

Educational Testing Service (ETS) Reporting Schedule	
August 15 – November 1, 2000	Institutions of higher education submit their cohort lists of program completers and related information needed for matching and pass rate calculation to Educational Testing Service (ETS). During this period, institutions may add or delete cohort members and may edit their information as often as needed.
November 1, 2000	Deadline for institutions to submit their cohort lists of program completers to ETS. The ETS Title II reporting Web site will close after this date. ETS begins initial matches.
November 27 – December 10, 2000	The ETS Title II reporting Web site will reopen so that institutions can check the matches of their program completers against the Praxis database. During this period institutions may add or delete cohort members and modify demographic information for those who did not match. To enable institutions and states to meet their reporting deadlines, ETS is not able to accept cohort changes beyond December 10.
December 11, 2000 - February 14, 2001	ETS will use the new or modified information to try to match those not found initially. ETS will extract test scores for matched program completers and calculate pass rates.
January 8, 2001	ETS will send scores and demographic data to those states calculating their own pass rates.
February 14, 2001	ETS will send IHE reports by this date.
February 14 – March 14, 2001	This period is for resolving questions that institutions and/or states may have concerning pass rate reporting. If ETS has made an error, it will correct the error at no charge. If an institution has made an error, ETS will correct it and regenerate the report; however, a fee will be charged for that service.
March 28, 2001	ETS sends states or institutions any final corrected reports by this date.

* Maine's first cohort for reporting: September 1, 1999 through August 31, 2000

Please Note: ETS will be calculating pass rates for three (3) separate tests (NTE, PPST, and Praxis I CBT). It is yet to be determined if Maine's profile of pass rates will confuse or confound the utility of pass rate data for reporting purposes. This will be a one-time reporting phenomenon, and will not be an issue in subsequent years, (the transition to the Praxis series).

SECTION 5: Confirmation of the establishment of (1) a list of subject areas in which program completers may receive certification or licensure and the relevant certification or licensure assessment(s) for each area of specialization, (2) cut/passing scores for each assessment taken by the cohort of program completers, (3) a common format for institutions to use in sending the names of their program completers and their areas of specialization to the state or testing company, and (4) a common format for the state or testing agency to use in sending test scores of program completers back to the institutions.

The first reporting cycle for Title II purposes finds Maine in a period of transition. Maine has moved from requiring the National Teacher Examination (NTE) for initial certification to the Praxis Series, PRAXIS I.

The 119th Maine Legislature amended Title 20-A M.R.S.A. §13031 dealing with qualifying examinations for initial teacher certification in Maine. If the proposed rules are adopted by the State Board of Education on November 15, 2000, the Pre-Professional Skills Test (PPST) with assessments in the basic skill areas of reading, writing, and mathematics will be required in lieu of communication skills, general knowledge, and professional knowledge on the National Teachers Examination (NTE) for applicants for certification which require a baccalaureate degree. The change in qualifying examinations is necessitated by Educational Testing Service's discontinuation of the Core Battery of the National Teachers Examination after July 1, 2000. However, these proposed rules, pursuant to statutory changes, provide for a transition period so that an individual who has taken and attained Maine's qualifying scores on the Core Battery of the National Teachers Examination after November 1, 1982 and prior to September 1, 2000, may, after August 31, 2000 and prior to September 1, 2004, apply for teacher certification using the aforementioned scores. However, after August 31, 2004 an individual applying for teacher certification will need to meet Maine's qualifying scores on the qualifying examination in effect at that time. Due to other statutory changes, the proposed amendments in Chapter 013 and Chapter 115, Part I, reflect that an applicant who either has yet to take or has taken and failed to achieve Maine's minimum qualifying scores prior to applying for teacher certification in Maine may be issued a one-year, nonrenewable conditional certificate as long as the other criteria as required by the State Board of Education have been met. In addition, the amendments to proposed rules for initial teacher certification will allow individuals to take the Praxis I Computer Based-Test (CBT). Individuals must pass the CBT at the concordance score for the PPST.

Educational Testing Services, in accordance with the Maine Department of Education, has established the method with all institutions of higher education in Maine and the Department of Education will use for reporting program completer information. This common database format will assume comparability of program completer information and standardize the format of reports that institutions of higher education will use to verify institutional data.

The State Board of Education will consider establishing the following pass rates for licensure at its November 15, 2000 Board Meeting.

Praxis I (To Be Effective November 15, 2000)

<u>Praxis I</u> PPST (paper/pencil)	<u>Passing</u> <u>Scores</u>	<u>Praxis I</u> CBTcomputer-based	<u>Passing*</u> <u>Scores</u>
Reading	176	Reading	
Writing	175 <u>OR</u>	Writing	
Mathematics	175	Mathematics	

*Concordance score to be determined by ETS.

The redesign of Maine's initial teacher certification requirements will include tests of content knowledge and pedagogy corresponding with areas of endorsement. The PRAXIS II series will be considered the tests for these purposes. The initial endorsement areas that a program completer may receive certification in are as follows:

Teacher Endorsements K-8

Elementary Teacher
Early Childhood (K-3)
Teacher of Students with Disabilities (K-3)

Teacher Endorsements 7-12

English/Language Arts
Social Studies
Mathematics
Science – Physical
Science – Life

Teacher Endorsements K-12

Foreign Language
Latin
Physical Education
Health Education
Music
Visual Arts
Business Education
Home Economics
Industrial Arts/Technology Education

Teacher Endorsements Special Education

Teacher of Students with Disabilities, K-8
Teacher of Students with Disabilities, 7-12
Teacher of Students with Severe Impairments
Teacher of Students Who are Blind or Who have Visual
Impairments
Teacher of Students Who are Deaf or Who have Hearing
Impairments

Program completers will be required to take the applicable PRAXIS II content test.

SECTION 6: Miscellaneous Required Information

Maine is committed to assuring that all institutions of higher education maintain uniform reporting procedures. To that end the development of an agreed upon academic year was deemed necessary for the purpose of Title II reporting. The academic year for cohort program completers has been determined by the Title II Advisory Panel and is outlined below.

Currently, candidates for certification in Maine may take the Praxis I assessment after completing a program; therefore, a test closure date for each cohort of program completers was established.

Submission of the program completers by higher education institutions and verification of pass rates is an administrative process established by Educational Testing Services and highlighted in Section 4 of this plan. For the first round of reporting, institutions of higher education will bear the costs associated with this process. The Advisory Panel will study the feasibility of alternative funding sources for subsequent reporting years.

Miscellaneous information is required by Title II to provide an understanding of the reporting process. Maine has identified the academic year, the test closure date, and the process for verifying program completers and pass rates.

Academic Year – Title II Reported Cohort #1

The academic year for the 1999-2000 program completers begins September 1, 1999, and ends August 31, 2000.

Test Closure Date

The test closure date is the last date the 1999-2000 program completers may take an assessment and have the test score(s) included in the pass rates. The test closure date for the 1999-2000 cohort is August 31, 2000.

Section 4 identifies the process and dates institutions will receive data on their lists of program completers. Specifics on the data and the verification process will be provided by the testing company (ETS).

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Resolution Process

The dispute resolution process will be developed collaboratively by the Title II State Coordinators, institutions of higher education, the Advisory Panel, and the testing company. The testing company (ETS) has agreed to provide a sample plan/procedural process should discrepancies arise. It should be noted that this is a process to correct inaccuracies that might

result from a mismatch between a completer and his/her actual test scores. This process is not intended to address disputes regarding institutional quartile or state rankings.

Resolution of procedural disputes will be handled between ETS and the institution involved. Disputes of a policy nature, including verification of program completers by institution will be the responsibility of the Department of Education.

SECTION 7: Low-Performing Institutions

State Assessment - To receive funds under this act, a state, not later than two years after the date of enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such state shall provide the U.S. Secretary an annual list of such low-performing institutions that includes an identification of those institutions at risk of being placed on such list. Such levels of performance shall be determined solely by the state and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).

Maine's system (Chapter 114 – Policy, Procedures and Standards for the Review and Approval of Educational Personnel Preparation Programs) for the identification of high- and low-performing institutions will rest with Maine's regulations for program approval. This system for determining institutional performance will be revised and refined by the Title II Advisory Panel over the next six months.

Chapter 114 Maine Policy, Procedures and Standards for the Review and Approval of Educational Personnel Preparation Programs require on-site reviews of teacher preparation programs every five years. These reviews will be conducted by a state team or as a joint review involving the Maine Department of Education and NCATE. Team members must be trained in the program approval process and in NCATE Standards.

The review team will develop a report of its findings to be submitted to the head of the professional education program, to the Commissioner of Education and to the State Board of Education. The report will contain one of the following recommendations, and the recommendation will be submitted to the Board of Education for review and approval.

Full Five-Year Approval – The institutions professional education department and endorsement programs are considered satisfactory. Both unit and program standards are deemed to have been met. A separate decision is made for each endorsement program; some endorsements may receive full approval and others, approval with conditions of denial. Graduates are qualified for certification.

Conditional Approval - The institution's professional education department and endorsement programs have met the standards minimally but specific weaknesses have been identified and/or requirements not met.

Conditional approval may be operated for a time period of six months to two years to remediate the identified problems; the program must successfully comply with the conditions identified by the State Board of Education in order for the State Board of Education to grant approval for up to 4 years.

Approval Denied For Cause – The institution's professional education department has not met standards and graduates do not qualify for licensure through the approved program process. Graduates of individual endorsement areas that receive a decision of denial will not be eligible for licensure on the basis of having completed an approved program. Graduates applying for initial certification will be processed through the non-traditional route of transcript analysis which is administered by the Maine Department of Education.

Timeline for Submission of Criteria to Identify Low-Performing Teacher Preparation Programs

The members of the Title II Advisory panel, institutions of higher education officials, educational organization representatives, and Department of Education personnel will continue to develop the criteria, procedures, and processes for determining benchmark data from which “at risk” and “low performing” institutions will be identified. The timeline to develop the criteria for determining “at risk” and “low performing” institutions which is in concert with many other states will be as follows:

October 1 – June 1, 2001

Development of criteria, procedures, and processes for determining benchmark data from which “at risk” and “low performing” institutions will be identified.

October 7, 2001

Report criteria for determining “at risk” and “low performing” institutions

April 7, 2003

April 7, 2003, Title II report will be the first report using the criteria to identify institutions as “at risk” or “low performing.”

Between October 7, 2000 through April 7, 2003, all Maine institutions will be considered fully approved without any designation of "at risk" or "low performing".

Until October 7, 2000 through April 7, 2003. All Maine's institutions will carry current and future program approval within any designate of "at risk" or "low-performing" busy made.

Technical Assistance to Low-Performing Institutions

The state's procedures for providing technical assistance to low-performing institutions will be determined. The procedures will be incorporated in Maine's report on the criteria, procedures, and processes for determining low-performing institutions that will be submitted October 7.

APPENDIX A

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